

**Mental Health Services Act  
Workforce Education and Training**

**Mental Health Career Pathway Programs  
Special Topic Workgroup**

**August 31, 2006**

**1. Present.**

- a. Dixie Bateman, Consumer and Family Member Advocate
- b. Cindy Beck, California Department of Education (CDE)
- c. Barbara Brown, National Association of Social Workers
- d. Wendy Desormeaux, Department of Mental Health (DMH)
- e. Linda Gaylor, California Department of Education (CDE)
- f. Donald Gaither, Office of Statewide Health Planning and Development (OSPHD)
- g. Earl Green, Office of Statewide Health Planning and Development (OSHPD)
- h. Walter Grubbs, Families First
- i. Brian Keefer, California Mental Health Planning Council (CMHPC)
- j. Robert Klar, Telecare Corporation
- k. Gustavo Loera, Mental Health Association Los Angeles (MHA LA)
- l. Danny Marquez, Crossroads Diversified
- m. Cheryl Maxson, parent and consumer representative, Modoc
- n. Erik Rice, Life Academy and Bioscience, Oakland Unified School District
- o. Shelley Spear, United Advocates for Children (UACC)
- p. Stephanie Thall, Marriage and Family Therapist, Kernville
- q. Lynn Thull, Clinical Psychologist Consultant, Sacramento
- r. Toni Tullys, Greater Bay Area Mental Health Regional Workforce Collaborative
- s. Dianne Wadsworth-Woolley, Mediation and Advocacy Project

**Facilitator:** Warren Hayes, Department of Mental Health

**2. Power Point Presentation.**

- a. The group reviewed a power point presentation that outlined statewide needs assessment activities, MHSA workforce education and training actions that have been endorsed for implementation, and funding considerations. Since the June 29<sup>th</sup> workgroup meeting a preliminary planning discussion took place with staff from the Mental Health Association of Los Angeles. MHA LA has been operating mental health human service academies at two Los Angeles area high schools for several years, and provided useful information for the group to consider in the development of a request for quotation that would fund the planning and implementation of potential mental health career pathway program programs.

b. The group endorsed the concept of 1)funding replicable model programs, 2) funding communities for the planning of a mental health career pathway program, and 3) funding for statewide expert consultants to assist in the planning and implementation of programs. For these three approaches the group discussed and listed necessary criteria needing to be included in any entity's proposal for funding.

### **3. Funding a consultative entity to assist communities plan and implement mental health career pathway programs.**

- Understand both the public mental health and education cultures and needs.
- Ability to identify promising mental health/education partnerships, and assist in bringing them together.
- Possess a working knowledge and ability to connect with applicable statewide educational entities, such as the California Department of Education, and the Department of Mental Health.
- Must be expert in potential funding sources and how to construct sustainable program funding.
- Have the ability to engage and incorporate all stakeholders' perspectives,
- Ability to assist planning partnership define roles and functions
- Ability to recognize programmatic gaps and where the need is greatest.

### **4. Funding the Planning of a Mental Health Career Pathway Program**

- In addition to the sponsors of the proposal planners must include the target populations to be served, host site(s), post-secondary entities, appropriate community participants, and consumers and family members.
- Sponsors of the proposal must be an equal partnership between public mental health and education.
- Roles and functions in the partnership should be defined.
- Considers public mental health workforce needs as well as educational capacity.
- The planning process must be supported by the respective mental health and education administrations at the local and regional levels.
- Must include milestones and a timeline to allow for phased stages of implementation.
- Must articulate a career pathway for potential participants.
- The planning process should start with issues of concern, and engage public comment.
- Acknowledges any previous efforts and history of effort.
- Must identify potential and willing resources that can be accessed, and analyzes factors that may be motivators or barriers.

- Can include any creative fiscal incentives for contributing to a successful planning process.
- Must identify a willing and able fiscal agent to administer planning funds,

## **5. Funding Replicable Model Programs.**

- Should address reducing the cultural disparity of the public mental health workforce composition versus the population served by outreach to and active participation by underserved communities.
- The program should be a partnership between mental health, the education community and other key stakeholders.
- Priority is to outreach and recruit transition age youth at risk and/or with special needs from underserved communities.
- Delineates a career pathway that enables immediate entry into the public mental health workforce, as well as encourages career progression through college and post-graduate education.
- The mental health pathway is embedded in creditable educational curricula which fosters preparation for post-secondary education.
- Articulates concrete, achievable standards and outcomes, and how they are measured.
- Programs should leverage existing funding mechanisms, such as the Career and Technical Education Pathways Initiative administered by the California Department of Education.
- Desirable features might include internships or work experiences in public mental health settings, leadership camps during the summer months, stipends for program completion, assistance with expenses associated with participation, and ability for professional staff to participate as students and obtain continuing education units (CEUs) to satisfy licensing continuing education requirements.
- Provides quality career counseling, personalized educational plans, and activities for participants to form positive group alliances.
- All programs should also build in a means to capture lessons learned, best practices and research methodology to assist future replication of potential future programs.

## **3. Next Steps.**

Upon public input of the Five-Year Plan and drafting of emergency regulations DMH will utilize the above workgroup guidance to initiate the funding of the planning process, replicable model programs, and consultative assistance. Workgroup members who will not be submitting proposals will be invited to assist DMH with the proposal selection process.

No next meeting was set, pending the determination of an ongoing advisory group structure to DMH for all applicable education and training topics of interest.